**LESSON REFLECTIONS**

**WORDS INTO EXPRESSIONS & EQUATIONS**

**Kim Nelson**

1. **What was your favorite part of the lesson and why?**

The teachers agreed that having their students create their own word problems was very beneficial. It allowed them (teachers) to find out which students understood the key / clue words that are used in word problems. The teachers also found the powerpoint to be very beneficial to the lesson and kept students’ interest throughout the instructional block.

1. **How effective was the lesson in meeting the objective? What was most effective?**

The teachers found this lesson to be very effective. The true/false activity at the beginning of the lesson got the student interested and thinking about key parts of this lesson. The lesson allowed students the opportunity to become more aware of the importance of key/clue words in relation to math operations and putting this skill to use by creating group word problems.

1. **What parts of the lesson would you change? Why?**

One suggestion was to put word problems on the elmo and have the class point out clue words early in the lesson. Another teacher suggested doing whole class word problems prior to breaking into small groups.

1. **Were there any parts that needed more explanation or time? How did you handle these situations?**   
   Some teachers expressed a need to extend the lesson from one day to two. Also, providing students with a deeper understanding of the concept that any letter can serve as a variable was shared. Extra review of word clues was also cited as a need.
2. **Did your students find the lesson meaningful and worth completing?**  
   Yes, after creating their own word problems, the students seemed to grasp the process better.